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This study attempted to provide a way to identify disadvantaged students at the junior college and to determine what data could be used as a basis for developing a curriculum to help them. Two measures of cognition, School and College Ability Test (SCAT) and Florida 12th Grade Battery, and three measures of the affective domain, Social Reaction Inventory (SRI) by Rotter, How I See Myself (HISM) by Gordon, and Study of Values (AVL) by Allport, Vernon, and Lindzey, were administered to the freshman class. Means, standard deviations, and intercorrelations were computed for all variables. Stepwise multiple regression was then applied to determine the optional combination and weighing of predictions, with the increment in predictive efficiency at each step tested by analysis of variance. The total score of each of the cognitive measures and the HISM teacher-school factor predicted significantly for all white students. For negro males, only the linguistic section of SCAT did as well. The HISM teacher-school factor and the AVL economic and social factors predicted at the .05 level for Negro females. For prediction, the junior college students are a heterogeneous population. The roles of cognitive and affective predictors are functions of race and sex. The relationship between affective factors and academic achievement is of great practical significance for curriculum development. (Author/HH)

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Final Report

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IDENTIFICATION OF DISADVANTAGED JUNIOR COLLEGE STUDENTS and DIAGNOSIS OF THEIR DISABILITIES

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St. Petersburg Junior College

St. Petersburg, Florida

July 1968

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CONTENTS

	Page
Acknowledgments	iii
Summary	1
Introduction	3
Methods	4
Results	6
Discussion	14
Conclusions	16
References	20
Bibliography	21
Appendixes	22

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SUMMARY

This study was conceived as a result of a need to make some provisions for the disadvantaged student in the junior college. One of the problems involved in planning such a program was the problem of identifying these students accurately. Traditional means of predicting success of students at college had not proved an adequate means of identifying the disadvantaged. Therefore, drawing on recent findings of the behavioral scientist, this study was designed to find out what cognitive and affective measures could be used either singularly or in combination to identify disadvantaged students at the junior college. Further, to determine what information could be gained from this pursuit which would serve as a basis for developing a curriculum to help such students.

Two measures of cognition were chosen, the SCAT and the Florida 12th Grade Battery, and three measures of non-intellective ability were selected, Social Reaction Inventory, Rotter (7), How I See Myself, Gordon (5), and a Study of Values, Allport, Vernon, Lindzey (1). The multiple regression technique was used for the analysis of the data.

The data analysis revealed that for white males on the cognitive measures the SCAT total and the Florida 12th Grade Battery proved significant at the .01 level. On the affective measures, the teacher-school factor, which measures positive feelings toward teachers and school involvement, of the How I See Myself was the only significant factor at the .01 level. For white females the same items measured significantly at the .01 level.

For Negro males none of the cognitive measures showed significance. The only measure which showed up at the .01 level of significance was the factor of Autonomy on the How I See Myself. This factor measures the extent to which the individual sees himself competent in the area of individual expressive behavior and the extent to which the individual is the measure of the success of the activity rather than the group. It represents positive feelings of worth in the manipulation of things or ideas. The Negro female, on the other hand, was different from all other groups in that the significant measure, at the .01 level, was the linguistic factor on the SCAT; the affective data on the teacher-school factor of the HISM and the economic and social factors of the Study of Values entered the equation significantly at the .05 level.

It can be concluded that junior college curriculum planners should give special attention to the self-concept in developing testing programs, curriculum designs and instructional strategies for junior college students as a whole. It seems that this is especially important since it appears that the junior college population is really composed of four distinct groups with special needs unique to each of these groups.

Further, it is of primary concern that screening programs or diagnostic programs give special attention to the affective area since it figures importantly in academic achievement. The identification of the disadvantaged student at the junior college cannot be conclusive unless affective measures represent a part of the predictive scheme.

INTRODUCTION

One of the most pressing problems facing the community junior college is providing adequate and effective programs for the diversified student clientele it serves. For many students, the open-door admission has become a revolving door. Attempts to meet the needs of these students in terms of curriculum revisions or innovations have been too few and too ineffective. When such students have been unsuccessful in the traditional programs, they usually have been counseled to enroll in remedial courses or vocational programs. In other cases this advice is given at the time of admission. In the latter instances, the bases for the recommendations have been test scores or other predictive measures, the validities of which have not been tested for the junior college population. Therefore, the identification of junior college students needing special types of programs and the bases upon which these programs should be developed are areas which demand much study.

The increasing acuteness of the situation has prompted a variety of recent research projects, many of which have indicated that the usual standardized tests of academic skills are not adequate for the prediction of student success at junior college. The use of an extensive and intensive program of educational screening and diagnosing has not been attempted because of the number of personnel and the expense involved (4). Therefore, the programs of remediation or compensation which have been developed are limited in scope and in some cases ineffective. These programs have focused upon general disabilities in the area of academic skills. There has also been a reluctance on the part of many community junior college administrators to accept some programs because of a lack of faith in the screening process and in traditional remediation procedures. Coleman's (2) recent survey for the United States Office of Education, Equality of Educational Opportunity, pointed out that a student's feelings toward the control of his own destiny was probably the most significant factor in determining his academic success. At the present time, these findings have special significance for Florida junior colleges because of the integration of Negroes into the previously all white schools. The Negro has always seemed to appear in the worse light on traditional testing programs.

Because of the increasing numbers of students entering the junior colleges needing some type of remedial or compensatory educational program, St. Petersburg Junior College, like many other junior colleges, perceives the necessity to take immediate steps to meet this need. Such steps must be experimental at first but guided by objective data. In an attempt to provide such a base for the development of programs for disadvantaged students, the St. Petersburg Junior College initiated this project. The purposes of this project are:

1. To develop some techniques for identification of the disadvantaged students by utilizing measures of academic skills, personal values and self-concept.

2. To develop some clearly defined procedures for analyzing specific problem areas related to academic achievement.

3. To arrive at some conclusions which will serve as a basis for further validation and for the development of special curriculums for the disadvantaged student at the junior college.

This study represents only the first phase of an overall program designed to raise the level of competency of the disadvantaged student at the junior college. The broad program shall attempt to lead to the growth of social and intellectual skills in terms of the student's identification of his needs and goals.

The basic design of this study was predicated upon the following assumptions:

1. That our present system for selection of disadvantaged students on the basis of their performance on standardized tests of academic skills is inadequate and unreliable.

2. That research (most recently Coleman's (2) study) has shown that the attitudes toward self, (control of environment, and responsiveness of the environment) are significant factors in school achievement.

3. That a more adequate means of defining the disadvantaged student for placement in special programs can be developed if skills, abilities and attitudes are used as a basis for this determination.

Therefore, this study was primarily directed toward an operational definition of the disadvantaged in terms of his chances for success at the junior college. Results from such a study might serve as a basis for student placement in special curriculums by all of the junior colleges in Florida, if plans for replication could be followed through at several representative junior colleges. Further, it might serve as a basis for developing special curriculums for disadvantaged students.

METHODS

The group studied was composed of "first-time in college" graduates of Florida high schools who entered St. Petersburg Junior College in August, 1967. The distribution of the population used is reflected in Table I.

TABLE I

STUDENT POPULATION BY RACE AND SEX

Race	Males	Percent	Females	Percent	Total	Percent
Negro	37	2.2	48	2.8	85	5.0
White	923	54.6	683	40.4	1606	95.0
Total	960	56.8	731	43.2	1691	100.0

The racial composition of this population as reflected in the table is comparable to that of the total student population (Negroes being 3.83 percent of the total). The sex composition of the total student population by race could not be ascertained.

The instruments used for the gathering of data measured areas of both the cognitive and affective domains. The cognitive instruments were chosen to determine the levels of academic achievement upon entering college. The affective instruments were selected to determine the student's self-concept and value position at the time of college entrance. Scores on these instruments were related to the criterion, the criterion being defined as the degree of success in the college as measured by the grade point average.

The instruments were administered to all of the students in the study before or during the registration period. Two test batteries measuring academic skills had been administered prior to enrollment. Three other tests, all concerned with the affective domain, were administered to each student during registration. The instruments were:

1. The Florida Twelfth Grade Statewide Testing Program (Florida 12th Grade) - A restricted battery, designed by Educational Testing Service and administered to all Florida twelfth grade students in the fall of senior year, includes measures indicating achievement level in General Aptitude, English, Social Sciences, Natural Science, and Mathematics. A total score is also reported. The aptitude section is similar in content to School and College Ability Test, level 2, and the subject area tests are of the same general nature as the "Cooperative Test" series. Scores are reported in percentiles based on the twelfth grade population of schools.

2. School and College Ability Test (SCAT) - Administered to all incoming students at St. Petersburg Junior College in the spring or summer prior to enrollment. The three sub-scores, Linguistic, Quantitative, and Total, are usually reported in terms of percentiles, but for purposes of this study the publisher's table of converted scores was used for calculations.

3. How I See Myself (HISM), Gordon (6) - A self-concept scale yielding attitude scores on nine factors; Teacher-School, Physical Appearance, Interpersonal Adequacy, Autonomy, Physical Adequacy, Emotional, Boy-Social, and Girl-Social.

4. Social Reaction Inventory (SRI), Rotter (7) - An unpublished adaptation of this instrument was utilized. The inventory yields a single raw score which indicates locus of control as perceived by the examinee.

5. Study of Values (AVL), Allport, Vernon, Lindzey, (1) - Successfully used in several published studies of the values of college students, this instrument indicates the relative strength of a student's values in the following areas: Theoretical, Economic, Aesthetic, Social, Political, Religious. Raw scores are reported.

The five instruments, therefore, yielded twenty-five predictive variables, only nine of which were cognitive in nature. The criterion, first semester grade point average, included all credit courses taken by the student.

Means, standard deviations, and intercorrelations were computed for all variables. Step-wise multiple regression was then applied to determine the optimal combination and weighting of predictors, with the increment in predictive efficiency at each step tested by analysis of variance. The analysis* was carried out using the BMD 02R Program (3) separately for each of the four sub-groups of sex and race. Because of the small number of Negro subjects, the analysis was terminated after eight steps for these sub-groups, but the analysis was permitted to complete twelve steps for the white sub-groups.

RESULTS

Means and standard deviations of the five instruments are reported in Table II through Table VI.

*Analysis was conducted by the Computer Center - University of Florida, Gainesville, Florida - under the supervision of Dr. Robert Soar.

TABLE II

SCHOOL AND COLLEGE ABILITY TEST
MEANS AND STANDARD DEVIATIONS BY RACE AND SEX

	White Male N=923		Negro Male N=37		White Female N=683		Negro Female N=48	
SCAT 1A	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Linguistic	294.211	17.658	280.216	15.250	295.797	12.363	275.979	12.296
Quantitative	302.925	18.085	283.676	17.773	300.244	14.625	278.583	15.575
Total	298.127	15.089	282.459	14.237	297.809	11.025	278.000	11.315

Table II presents means and standard deviations on the School and College Ability Test. Data from the white sub-groups are comparable to figures for the freshman general population at St. Petersburg Junior College in recent years (Table A1 of Appendix). There were no studies made of this population by race prior to this study. Means and standard deviations of the national normative group of college freshmen, as reported in the test manual, are verbal 295.54, SD 16.70; quantitative 299.22, SD 18.43; total 297.33, SD 14.90. (SCAT Examiner's Manual, 1955) There is no differentiation by race reported.

TABLE III

FLORIDA STATEWIDE TWELFTH GRADE TESTING PROGRAM
MEANS AND STANDARD DEVIATIONS BY RACE AND SEX

	White Male N=923		Negro Male N=37		White Female N=683		Negro Female N=48	
Florida 12th Grade	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Aptitude	52.867	28.548	26.432	25.250	54.076	28.777	15.979	14.568
English	44.620	27.895	25.405	22.800	56.064	29.117	22.458	19.943
Soc. Studies	54.212	29.158	31.054	26.527	49.833	28.998	24.583	21.531
Nat. Sciences	59.265	29.618	34.324	29.775	49.165	28.359	18.500	16.492
Math	58.713	28.584	36.865	29.561	53.167	29.422	29.625	28.190
Total	269.568	130.276	154.081	120.018	261.649	131.578	111.146	80.047

Comparison data from the Florida Twelfth Grade Statewide Test Battery were not available by race. Data for the general freshman population of St. Petersburg Junior College on total score were available (Table A2, of Appendix) for recent years and since Negroes comprised less than three percent of those groups, tentative comparisons can be made with the white sub-groups of the current study. Mean scores for each sex remain relatively stable, but the increase in standard deviation for both sexes (males from 106.35 to 130.27, females from 108.29 to 131.58) reflects a decrease in homogeneity in the area of academic skills.

It should be noted that a total score of 250 on this battery is the equivalent of the fiftieth percentile on the Florida Statewide norms for twelfth grade students.

In looking at Tables II and III, both dealing with cognitive measures, it is apparent that the differences between means of the battery totals are greater between the races than between the sex sub-groups of each race. It is also interesting to note that the order of the sub-groups, when ranked according to mean totals, was the same in both of the aforementioned tables. White males achieved the highest mean totals followed in order by white females, Negro males, and Negro females.

Local comparisons were not available for the SRI, the HISM, or AVL Study of Values. Publisher's norms and other state and national studies of related groups were utilized for background data.

TABLE IV

SOCIAL REACTION INVENTORY
MEANS AND STANDARD DEVIATIONS BY RACE AND SEX

	White Male		Negro Male		White Female		Negro Female	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Total	12.186	2.052	12.162	1.937	11.780	1.962	11.146	2.260

The means of scores on the Social Reaction Inventory were higher for the study group than for any of the other groups (Appendix, Table A3) listed in the author's monograph (7). A combined group of Negro males and females enrolled in psychology classes at a southern state university produced a mean of 9.05, with a standard deviation of 3.66; a nationwide group of 10th, 11th and 12th grade students showed a mean of 8.50 with SD of 3.74. This indicates that the study group perceived itself to be more subject to external control than did the group in the author's studies. The smaller standard deviation of the study group indicates more homogeneity in their perceptions of locus of control than in the groups cited by the author.

Other studies have found that Negro subjects usually score higher (feel more externally controlled) on the Social Reaction Inventory than do white subjects, with a difference in scores greater than that in Table IV. Gordon (5), in a study of indigent mothers, found the mean score of Negro mothers to be 10.25, while the mean score of white mothers was 7.1. Rotter (7) cited a study by Lefcourt and Ludwig of 60 white and 60 Negro inmates from correctional institutions who were not significantly different in social class, age, intelligence, or reason for incarceration. Scores of Negro offenders were significantly more external (mean 8.97) than were those of the white offenders (mean 7.87).

The results of the SRI in the current study showed more feelings of external control on the part of the male subjects, with sex differences being greater than racial differences in that test.

TABLE V

HOW I SEE MYSELF
MEANS AND STANDARD DEVIATIONS BY RACE AND SEX

	White Male		Negro Male		White Female		Negro Female	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Teacher-School	25.951	3.503	27.784	4.250	27.432	3.635	26.938	3.795
Phys. Appearance	26.606	5.750	28.460	6.122	26.363	5.944	27.500	6.575
Interpersonal Adeq.	44.492	7.763	49.568	10.260	44.300	8.326	45.958	10.324
Autonomy	33.609	5.266	35.460	5.960	33.859	5.545	33.146	5.423
Academic Adeq.	14.871	3.683	15.595	3.940	15.329	3.743	15.063	3.856
Physical Adeq.	14.759	2.802	15.838	3.210	18.833	2.866	14.313	2.983
Emotions	9.099	3.361	11.351	3.393	8.154	3.348	9.354	3.558
Girl Social	13.038	3.022	14.784	3.881	13.706	3.022	13.521	4.089
Boy Social	22.120	2.843	22.865	3.318	24.184	2.858	23.854	3.476

The means and standard deviations on HISM (Table V) were compared with those reported by Pearline Yeatts (8) in her study of North Centeral Florida High School students (See Appendix, Table A4). Comparison shows little difference between high school student and college freshmen in the

area of the body -- physical appearance and physical adequacy. In other areas, the college students rated themselves lower on academic adequacy, interpersonal adequacy and emotions than do high school students.

The college students rated themselves higher on attitudes toward teachers and schools and feelings of individual compentency toward work-oriented tasks.

TABLE VI

STUDY OF VALUES
MEANS AND STANDARD DEVIATIONS BY RACE AND SEX

	White Male		Negro Male		White Female		Negro Female	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Theoretical	42.743	6.887	42.703	6.041	37.114	7.086	39.125	6.466
Economic	42.317	7.625	39.135	6.237	38.053	6.624	36.750	7.171
Aesthetic	34.709	8.238	35.135	6.033	38.116	7.639	35.458	7.472
Social	35.847	7.010	39.162	6.606	41.146	7.681	42.896	6.315
Political	42.830	6.699	41.378	4.792	38.180	6.591	38.667	5.796
Religious	37.666	9.216	40.270	6.951	43.827	8.766	42.625	7.336

Means and standard deviations on the Study of Values (AVL) were compared by sex with the collegiate norms reported by the authors, Allport, Vernon, and Lindzey (1) in the test manual (Table A5, Appendix). Separate normative data for Negroes were not available.

The sex differences for the white sub-groups were obvious, and reasonably paralleled the publisher's norms for the respective sexes. The major exception was the lower Aesthetic mean score of the white female sub-group. Notable deviation from white norms was observed in the Economic and Social mean scores of the Negro male sub-groups, and in the Economic and Aesthetic mean scores of the Negro female sub-group.

Inspection of the tables presented up to this point will show that the study group is comparable to other groups on most measures with the exception of the SRI and some of the factors on the HISM. The most obvious differences are those between the sub-groups of the study group itself. On cognitive measures, the sub-group means differ more widely

racially while on the non-intellective or affective measures, the sub-groups differ more widely by sex. On the criterion measures, grade point average, both race and sex differences are pronounced.

TABLE VII

FIRST SEMESTER COLLEGE GRADE POINT AVERAGE
MEANS AND STANDARD DEVIATIONS BY RACE AND SEX

White Male		Negro Male		White Female		Negro Female	
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1.7125	0.8777	1.3429	0.9374	2.0469	0.8732	1.2658	0.7620

The previous tables have presented the variables which were correlated with the criterion data. Table VII shows the criterion data in terms of means and standard deviations.

Table VIII presents the multiple correlation of the predictors with the criterion data.

The table includes the variables for all steps carried out, but for predictive purposes attention should be focused only on those steps showing a significant increase at the .05 level in the multiple correlation. Variables contributing non-significantly are included here to illustrate the proportion of cognitive and affective variables which entered for each sub-group.

It should be noted that through the first three steps the same measures appeared (albeit with different optimum weightings) for both white sub-groups. The Negro sub-groups, however, were different from each other and different from the two white sub-groups through the first several steps.

Of interest is the fact that the proportion of cognitive and affective measures entering the equations is quite different for each sub-group. Based on Table VIII it would appear that white females are most predictable with cognitive measures, followed by white males. Negro females are less predictable with cognitive measures than either of the white sub-groups, and the prediction seems considerably enhanced by the addition of affective variables. The Negro male seems predictable solely on the basis of affective measures.

TABLE VIII

MULTIPLE CORRELATION TABLES
SHOWING THE ORDER IN WHICH THE PREDICTOR ENTERED THE SEPARATE EQUATIONS

White Males N=923		Negro Males N=37		White Females N=683		Negro Females N=48	
Variable	Multiple R.	Variable	Multiple R.	Variable	Multiple R.	Variable	Multiple R.
12th Grade Total	.319**	Autonomy	.424**	SCAT Total	.411**	SCAT Linguistic	.383**
Teacher-School	.362**	SRI	.477	12th Gr. Total	.439**	Study of Val.-Soc.	.488*
SCAT Total	.397**	Emotions	.505	Teacher-School	.453**	Study of Val.-Econ.	.560*
Girl-Social	.409**	Study of Val.-Polit.	.520	Autonomy	.457	Teacher-School	.624*
12th Grade Apt.	.416**	Boy-Social	.542	Interpersonal Adeq.	.460	Study of Val.-Pol.	.647
Emotions	.422*	Phys. Adequacy	.558	12th Gr. Nat. Sci.	.462	Girl-Social	.669
Academic Adeq.	.428*	Teacher-School	.575	12th Gr. Apt.	.465	Physical Adeq.	.697
Study of Val.-Relig.	.431	Interper. Adequacy	.590	Emotions	.467	Interper. Adeq.	.710
Boy-Social	.435			Study of Val.-Relig.	.469		
Study of Val.-Theoret.	.438			Study of Val.-Polit.	.471		
Phys. Adequacy	.439			Boy-Social	.473		
Autonomy	.439			Phys. Adequacy	.473		

** = Increased Significantly at .01 Level

* = Increased Significantly at .05 Level

The results of the study can be illustrated statistically by the following equations, which represent the computation of college first semester GPA by the optimum weighting of the best combination of predictors*:

White Males

GPA = -3.03577 + .00129 x 12th Gr. Total + .01105 x SCAT Total + .04259 x Teacher-School

Negro Males

GPA = -1.02317 + .06673 x Autonomy

White Females

GPA = -5.14075 + .00129 x 12th Gr. Total + .02050 x SCAT Total + .0271 x Teacher-School

Negro Females

GPA = -8.68019 + .03949 x SCAT Ling. - .05974 x Teacher-School - .03365 x AVL Econ. + .04413 x AVL Soc.

The variables included in the regression equations are the best discriminators between the advantaged and disadvantaged students. The operational definition of "academically disadvantaged" would be students whose predicted GPA from the appropriate equation falls below 2.0 (C average).

*Not all significant predictors are included. In some cases a predictor made a significant increment when the increase in multiple regression was less than .01, so that, arbitrarily, only the number of predictors which seem both statistically significant and practically important are included.

DISCUSSION

A look at Table II will reveal that Negro students represent only five percent of the student population studied. Although this total is a larger percent than Negroes are of the total student population (3.83 percent), the number of Negroes is too small to make the interpretation of data concerning them conclusive. Therefore, interpretations and analyses of data relating to Negroes are tentative.

Analysis of the data from the cognitive instruments shows that the SCAT totals and the 12th Grade Battery totals are significant predictors of academic success of white males and females. For the Negro students, the linguistic section of the SCAT proved to be significant for the success of Negro females only. None of the cognitive measures proved to be significant for Negro male students.

It was expected that the cognitive data would be significant factors in predicting success for all four sub-groups. Their failure as predictors for Negro males was unexpected. However, much has been written concerning the inability of traditional achievement tests to predict the success of Negro students.

It appears that the SCAT total and the 12th Grade Battery total tap the same cognitive skills for white students but not for Negroes. This may be due to the fact that most achievement tests measure the knowledge and skills deemed important by the white middle class and perpetuated through the school. Further, the relative low scores of the Negroes on these instruments might be attributed to their lack of familiarity with tests.

Analysis of the non-intellective or affective data shows that academic achievement of the four sub-groups were related to these measures. For the white male, his perception of his relationship with teachers and of his involvement in the school environment as measured by the teacher-school factor of HISM relates significantly (at the .01 level of significance) to academic achievement. Analysis of Table VII shows that the prediction of success of white males has a heavy affective component (5 of 8 significant variables). It appears that not only do more variables significantly influence the white male's academic achievement but also that these variables are a combination of affect and cognition to a greater extent than in any other sub-group.

In the case of white females, the only affective factor significantly influencing achievement was the teacher-school factor of HISM. For the white female, it would seem that the cognitive predictors alone are almost sufficient. The contribution of teacher-school of the HISM,

although statistically significant, contributes minimally to the predictive battery. Other studies have indicated that the female is more predictable than the male. This study indicates that her emotions do not influence her academic achievement in the same fashion as they influence her male counterpart.

It should be noted here that the white males scored higher than the white females on all cognitive measures and yet achieved a lower grade point average. One explanation for this may be the fact that the white male's success is influenced by more affective factors than the white female and that these factors are the ones least likely to be positively influenced by the school.

The Negro male presented a pattern quite different from the other sub-groups. Only one measure significantly influenced academic success and that was the Autonomy factor of the HISM. (See Appendix, Table A6) It appears that the Negro male's self-reports of his adequacy in the area of individual, expressive activities relates to his academic performance. In an environment which allows the Negro male opportunities for developing competencies in such activities as the creative and performing arts and in the manipulation of things, it appears that he might develop strong feelings of Autonomy. This then, might influence greater academic achievement. It would then seem that the academic achievement of the Negro male would be influenced to a great extent by a learning environment which would provide for the development of feelings of Autonomy.

The Negro female appears more like the white sub-group in that both the cognitive and affective areas relate significantly to success. The academic success of the Negro female is significantly related to the social and economic factors of the Study of Values. In addition, as in the case of the white females, HISM teacher-school contributes to the prediction equation. The practical aspects of living and its related altruism proved to be important to the achievement of this group though it did not show up for any of the other sub-groups. This may be explained by the life style of the Negro female which places value on the usefulness of knowledge and the reality of ideals. She places value on her relationship with other people and much of her emphasis is upon how real or how practical are things and relationships.

CONCLUSIONS

The findings suggest that the assumptions of the study were probably well founded. Yet, one should consider that the size of the Negro population in this study was small and that the St. Petersburg Junior College student population may somewhat be atypical. The assumption that the traditional use of tests of cognitive skills to determine admission or placement are not adequate predictors of success for all college students was supported. As in the case of the males, the cognitive predictors alone would have given an inaccurate picture of academic achievement.

The assumption that attitudes toward self and toward one's environment are significant factors in school achievement was supported. The findings showed that the affective data were significant in each of the four sub-groups. Although the data from the SRI did not prove to be significant in any of the groups and the data from the Study of Values was significant for only one group, factors from the HISM proved to be significant in each of the four sub-groups. Elements of self perception can be considered significant in the prediction of success for both Negro and white junior college freshmen.

The assumption that a more adequate means of defining the disadvantaged student is needed was supported by the results. The findings clearly indicate that any definition of academically disadvantaged students cannot be predicated on measures of cognition alone; rather, a more adequate predictor can be achieved with the addition of measures of self-concept. Therefore, if students are to be screened for special programs for the disadvantaged, the screening device should include measures of those affective factors which relate to his achievement. Further, any programs developed for the disadvantaged student at the junior college should take these affective aspects into consideration.

The data of this study seem to point out that the junior college freshman class is not a homogeneous class. It appears to be composed of at least four distinct sub-groups -- Negro males, Negro females, white males, and white females. These groups differ on all the instruments used either by race or by sex or by both race and sex. The Negro male differed from the other sub-groups very distinctly on the multiple correlation of predictive variables to the criterion. He rated himself higher than the other groups on the HISM, except on boy-social; he scored like the white male on the SRI; and, he was distinctively different on the Study of Values. On the cognitive measures the Negro male scored higher than the Negro female but much lower than the white sub-group.

The white male consistently scored higher than all the other sub-groups on the cognitive measures but on the HISM teacher-school he ranked lower than the other sub-groups. It is interesting to note the combination of cognitive and teacher-school variables as predictors for white students. The white males are higher on cognitive and lower on teacher-school; the white females are higher on teacher-school and lower on cognitive, but have higher grade point averages than the male. It may be well that the attitude toward teacher-school lowers the academic performance of the male, and increases the performance of the female. The weights in the regression equation indicate that cognitive factors play a stronger role for females than males and, that the teacher-school variable plays a stronger role for males than females. When the greater variability of SCAT than teacher-school is taken into account, it takes a somewhat better SCAT score for males to compensate for negative attitudes toward school, but an extremely positive attitude for females to compensate for a somewhat lower SCAT score.

The Negro female was the consistent low scorer on the cognitive measures. Unlike her white counterpart, she did not achieve higher than the male. She was more like the white female on the HISM and SRI but distinctively different on the Study of Values.

It seems that this study not only supported the fact that the junior college student population is a diversified group composed of four distinct sub-groups but that within these groups cognitive measures appear as a function of race and affective measures a function of sex.

Because of this division of the population into sub-groups, it is necessary then, for junior college personnel to note the implications for curriculum and instruction. Some of these are as follows:

1. The junior college curriculum should include provisions for developing special programs for disadvantaged students based upon their special needs in the areas of the cognitive and affective domains.

   The study reveals that for both Negro males and females much emphasis should be placed upon acquiring those academic skills which would be reflected in higher scores on tests of achievement. Such emphasis should take into account that academic success of Negro males seems related to his feelings of competency in creative and expressive activity. Much of his learning might be facilitated by methods which involve handling of things and independent projects.

   For the Negro female, emphasis in the learning environment should be related to the practical and useful aspects of the material presented. For her also, the school environment should afford opportunities to develop positive feelings toward teacher and school.

For the white student, the study indicates that the male needs a learning environment with many opportunities for developing positive feelings toward teacher and school. As it has already been noted, such positive feelings may allow for full expression of his cognitive potential. In the case of the white female, a learning environment which provides her opportunities for developing positive feelings toward teachers and school would enhance her cognitive achievements.

2. The junior college curriculum planners should place special emphasis upon developing teaching strategies to fit the needs of a diversified student population.

   The study seems to indicate that the junior college population is a composite of at least four groups. Therefore, classroom strategies should be developed in accordance with the elements which influence the performance of these groups. For the white males, these strategies should provide opportunities for much teacher-student interaction and much involvement in a positive manner in classroom activities. Similar opportunities should be provided for the white females. For the Negro male, these strategies should provide opportunities for creative expression, for the handling of concrete elements and for individual projects. For the Negro female, opportunities for positive interaction with teachers and with other students may enhance learning potentials. Further, her academic achievement would probably be greater if the learning environment included opportunities to test out the practical nature of what is being learned.

3. Teaching strategies should take into consideration the need for developing positive feelings toward self and the environment—especially the school environment.

   This conclusion has been discussed elsewhere in the report. It seems clear that positive feeling toward self and toward the total school environment contributes to academic success of junior college students.

   Much change cannot be accomplished in the classroom alone. The counseling program is an essential element of a systematic approach to changes in feelings. This requires that counseling go beyond the bounds of academic advisement and move toward psychotherapeutic techniques. Well-trained personnel are of course necessary to implement such a counseling program.

4. Curriculum planning to fit the above recommendations would involve teacher-training with emphasis upon new and creative ways of teaching in the junior college.

   Since the study suggests that classroom activities should be directed not only toward the usual academic goals but also toward the development of the student's self-concept, this would require restructuring of the learning environment. Such a restructuring necessitates to some extent a different type of teacher training. The future junior college teacher should have experiences in developing those types of teaching methods which would fit both the affective and cognitive needs of the diversified junior college student population.

   Present teachers should be involved in in-service training programs directed toward the same goals as those mentioned above for future teachers.

It would seem that the life styles of the junior college student may be different from that of other students. The high score on the SRI indicates that this group of students rated themselves higher on external control than other groups. Further, this group differed from high school students on all of the measures of the HISM except those associated with the body. If the life style of the junior college student is different from that of other students, then traditional testing and teaching procedures would not adequately meet his needs. This study has shown that the junior college student body is probably actually four sub-groups with learning styles unique to these groups. It appears safe to say that the traditional methods of testing and teaching are not adequate.

The way in which the junior college student perceives himself and perceives the school environment are basic essentials to which the curriculum planner should give special attention. Chances for academic success at St. Petersburg Junior College would most likely be enhanced if there were a shift in emphasis from content-centered instruction to student-centered instruction. It can be hypothesized that this might also be the case in all junior colleges.

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APPENDIXES

A - Tables

A1 - School and College Ability Test; St. Petersburg Junior College Freshmen, 1964-65 - 1965-66 (Means and Standard Deviations)

A2 - Florida Statewide Twelfth Grade Test; St. Petersburg Junior College Freshmen, 1964-65 - 1965-66 (Means and Standard Deviations)

A3 - Social Reaction Inventory; Means and Standard Deviations from the Author's Monograph

A4 - How I See Myself; Means and Standard Deviations Yeatts (8) of North Central Florida Secondary School Students

A5 - Study of Values; Means and Standard Deviations for collegiate norm groups

A6 - Correlations of each Predictive Variable Individually with the Criterion (GPA)

B - Tests

How I See Myself

Social Reaction Inventory

Answer Sheet for HISM and SRI

TABLE A1

School and College Ability Test
St. Petersburg Junior College Freshmen, 1964-65 - 1965-66
(Means and Standard Deviations)

	Males N=1058		Females N=774	
	Mean	S.D.	Mean	S.D.
Verbal	296.14	12.42	296.27	12.92
Quantitative	305.24	14.09	301.94	14.76
Total	300.03	11.09	299.42	11.94

Means and Standard Deviations of a random sample of 1058 male and 774 female Florida high school graduates who entered St. Petersburg Junior College as "first time any college" students in the fall sessions of 1964-65 and 1965-66.

TABLE A2

Florida Statewide Twelfth Grade Test
St. Petersburg Junior College Freshmen, 1964-65 - 1965-66
(Means and Standard Deviations)

	Males N=1058		Females N=774	
	Mean	S.D.	Mean	S.D.
Florida Twelfth Grade Total	280.86	106.35	266.09	109.29

Means and Standard Deviations of a random sample of 1058 male and 744 female Florida high school graduates who entered St. Petersburg Junior College as "first time any college" students in the fall sessions of 1964-65 and 1965-66.

TABLE A3

Social Reaction Inventory
Means and Standard Deviations of Several Populations in the
Author's Monograph, Rotter (7)

Sample	N	Mean	S.D.
A Southern State University: Negro students in Psy. Classes	116	9.05	3.66
Columbus, Ohio 12th Graders, College Applicants:			
Male	41	8.46	3.89
Female	32	7.31	3.64
18 Year Olds, Boston Area:			
Male	32	10.00	4.20
Female	25	9.00	3.90
Peace Corps Trainees Three Groups Combined			
Male	122	6.06	3.51
Female	33	5.48	2.78
National Stratified Sample, Purdue Opinion Poll, 10th, 11th and 12th Grades	1000	8.50	3.74

TABLE A4

How I See Myself

	White Male N=779		Negro Male N=249		White Female N=806		Negro Female N=241	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Teacher-School	20.33	4.31	21.28	4.00	22.11	4.01	22.49	3.95
Physical Appearance	28.60	5.45	30.79	5.51	27.95	5.61	29.66	6.35
Interpersonal Adequacy					63.08	9.20	64.02	11.04
Autonomy	26.32	5.45	27.14	4.67	25.87	5.57	26.89	5.37
Academic Adequacy	19.88	3.84	20.10	3.78	19.98	3.83	64.02	3.96
Physical Adequacy	14.72	2.94	14.31	2.99	14.74	2.98	26.89	3.29
Emotions	13.69	3.15	14.75	3.32	12.82	3.26	19.68	3.70
Girl Social	17.83	3.00	18.03	3.63				
Boy Social	16.64	3.03	16.84	3.04				

Means and Standard Deviations by race and sex of a group of secondary school student in North Central Florida studied by Pearline Yeatts (8)

TABLE A5

Study of Values

	Males		Females	
	Mean	S.D.	Mean	S.D.
Theoretical	43.75	7.34	35.75	7.19
Economic	42.78	7.92	37.87	7.30
Aesthetic	35.09	8.49	42.67	8.34
Social	37.09	7.03	42.03	7.02
Political	42.94	6.64	37.84	6.23
Religious	38.20	9.32	43.81	9.40

Means and Standard Deviaticns of each factor by sex and for 2489 males and 1289 females included in the publisher's collegiate norms.

TABLE A6

Correlations of each Predictive Variable
Individually with the Criterion (GPA)

Variable	White Male N=923	Negro Male N=37	White Female N=683	Negro Female N=48
Florida 12th Grade:				
Aptitude	.284	.137	.361	.186
English	.286	.121	.358	.297
Social Science	.310	.168	.351	.216
Natural Science	.282	.099	.336	.169
Mathematics	.277	.168	.328	.174
Total	.319	.155	.383	.255
SCAT				
Linguistic	.292	.151	.378	.383
Quantitative	.257	.112	.310	.219
Total	.310	.153	.411	.340
Social React. Inv.	.047	.228	.015	.068
How I See Myself:				
Teacher-School	.222	.278	.212	-.045
Physical Appear.	-.037	.217	.005	-.045
Interper. Adeq.	.027	.238	.087	-.133
Autonomy	.146	.424	.187	-.118
Acad. Adeq.	.180	.386	.243	.115
Physical Adeq.	-.055	-.041	-.030	-.178
Emotions	-.037	.229	.069	-.145
Girl-Social	-.016	.209	.096	-.013
Boy-Social	.197	.368	.163	-.102
AVL Study of Values:				
Theoretical	-.028	.225	-.052	-.161
Economic	-.020	.225	-.027	-.196
Aesthetic	-.014	-.067	.059	.104
Social	.006	-.018	-.029	.191
Political	-.008	.149	-.042	.087
Religious	.082	-.187	.093	.292

HOW I SEE MYSELF
by
Ira J. Gordon
ST. PETERSBURG JUNIOR COLLEGE PROJECT

INSTRUCTIONS:

This scale is part of a study through which we are trying to get information that will help to improve education for you and for other students.

This is not a test to see how much you know or do not know. These questions are all about you. They are to learn how you see yourself most of the time. There are no right or wrong answers; we are only interested in what you think about yourself.

You are to think about yourself for a few moments before you write anything. Think of how you are most of the time, not how you think you ought to be -- not how the teacher thinks you ought to be -- not how you want to be or your parents or friends want you to be. No -- this is to be how you yourself feel you are most of the time.

We promise that these papers will not be seen by anyone other than the people making the study. Your teachers will not see them nor will your parents or friends. No one will know your answers but you and the people who are doing this study. We are asking you to put your name on the papers so that we can check them on the other scales that you take today.

Look at the green answer sheet and find the section headed "How I See Myself." Note that there are forty-two answer spaces in that section. Each answer has five marking spaces numbered 1 through 5. Now, look at question 1 on page 1 of the questionnaire. On one side it has, "I rarely get mad" and on the other side, "I get mad easily." If you feel that nothing gets you too mad most of the time, blacken the space under number one for question one on your separate answer sheet. If you feel that most of the time you get mad easily, you would blacken the space under 5 for question one on your answer sheet. If you feel that you are somewhere in between, you would blacken the space under 2, 3, or 4.

Look at question number 2. On one side it has, "I have trouble staying with one job until I finish." If you feel that most of the time you don't stay with things and finish them, you would blacken the space under number 1 for question 2 on your answer sheet. If you feel that most of the time you do stay with things, you would fill in the space under 5. If you feel that you fit somewhere in between, fill in the space under 2, 3, or 4. It is important to see that some of these mean one thing on the left side, some of them mean another, so it is very necessary to think about each statement as you read it. The examiner or the assistants will try to answer any questions you may have; please raise your hand if you wish assistance.

Remember, we want to know how you yourself feel. We want you to be honest with us in your answer. Remember, it is how you feel most of the time.

USE ONLY THE SPECIAL PENCIL GIVEN TO YOU. IF YOU CHANGE YOUR MIND ABOUT AN ANSWER, BE SURE TO ERASE THE FIRST MARK COMPLETELY. DO NOT MARK IN THE BOOKLET; PUT ALL OF YOUR MARKS ON THE SEPARATE ANSWER SHEET.

1.	I rarely get real mad	1	2	3	4	5	I get mad easily
2.	I have trouble staying with one job until I finish	1	2	3	4	5	I stick with a job until I finish
3.	I am a good artist	1	2	3	4	5	I am a poor artist
4.	I don't like to work on committees	1	2	3	4	5	I enjoy working on committees
5.	I wish I were taller or shorter	1	2	3	4	5	I am just the right height
6.	I worry a lot	1	2	3	4	5	I seldom worry
7.	I wish I could do something with my hair	1	2	3	4	5	My hair is nice looking
8.	Teachers like me	1	2	3	4	5	Teachers dislike me
9.	I have a lot of energy	1	2	3	4	5	I have little energy
10.	I am a poor athlete	1	2	3	4	5	I am good at athletics
11.	I am just the right weight	1	2	3	4	5	I wish I were lighter or heavier
12.	The girls don't admire me	1	2	3	4	5	The girls admire me
13.	I am good at speaking before a group	1	2	3	4	5	I am poor at speaking before a group
14.	My face is very pretty (good looking)	1	2	3	4	5	I wish my face was prettier (better looking)
15.	I am good at musical things	1	2	3	4	5	I am poor at musical things
16.	I get along very well with teachers	1	2	3	4	5	I don't get along well with teachers
17.	I dislike teachers	1	2	3	4	5	I like teachers
18.	I am seldom at ease and relaxed	1	2	3	4	5	I am usually at ease and relaxed
19.	I do not like to try new things	1	2	3	4	5	I like to try new things
20.	I have trouble controlling my feelings	1	2	3	4	5	I control my feelings very well
21.	I do very well in school	1	2	3	4	5	I do not do well in school

22.	I want the boys to admire me	1	2	3	4	5	I don't want the boys to admire me
23.	I don't like the way I look	1	2	3	4	5	I like the way I look
24.	I don't want the girls to admire me	1	2	3	4	5	I want the girls to admire me
25.	I am quite healthy	1	2	3	4	5	I am sick a lot
26.	I am a poor dancer	1	2	3	4	5	I am a good dancer
27.	Science is easy for me	1	2	3	4	5	Science is difficult for me
28.	I enjoy doing individual projects	1	2	3	4	5	I don't like to do individual projects
29.	It is easy for me to organize my time	1	2	3	4	5	I have trouble organizing my time
30.	I am poor at making things with my hands	1	2	3	4	5	I am good at making things with my hands
31.	I wish I could do something about my skin	1	2	3	4	5	My skin is nice looking
32.	Social Studies is easy for me	1	2	3	4	5	Social Studies is difficult for me
33.	Math is difficult for me	1	2	3	4	5	Math is easy for me
34.	I am not as smart as my classmates	1	2	3	4	5	I am smarter than most of my classmates
35.	The boys admire me	1	2	3	4	5	The boys don't admire me
36.	My clothes are not as nice as I'd like	1	2	3	4	5	My clothes are very nice
37.	I like school	1	2	3	4	5	I dislike school
38.	I wish I were built like the others	1	2	3	4	5	I like my build
39.	I am a poor reader	1	2	3	4	5	I am a very good reader
40.	I do not learn new things easily	1	2	3	4	5	I learn new things easily
41.	I present a good appearance	1	2	3	4	5	I present a poor appearance
42.	I do not have much confidence in myself	1	2	3	4	5	I am full of confidence in myself

SOCIAL REACTION INVENTORY
Adapted From Rotter
St. Petersburg Junior College Project

Instructions:

This is a questionnaire to find out the way in which certain events in our society affect different people. Each question has two choices, called a or b. Carefully read each question and choose the one of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

For each question, after you read both remarks you are to choose which one, remark a or remark b, you more strongly believe to be the case as far as you are concerned. Under the heading "Social Reaction Inventory" on the separate answer sheet, find the answer space numbered the same as the question and fill in the space which has the same letter as your response. Please fill in the space completely, using the special pencil which was given to you. If you change your mind after marking an answer, please erase the first mark completely.

In some instances you may discover that you believe both remarks or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to one question at a time when making your choice; do not be influenced by your previous choices. REMEMBER, in each case, choose the remark which you personally believe to be more true.

I More Strongly Believe That:

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children today is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's troubles result from the mistakes they make.

3. a. One of the biggest reasons why we have wars is because people don't take enough interest in government.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

   b. It is the sad truth that an individual's worth often passes without being recognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is "hot air".

   b. Most students don't realize how much their grades are influenced by accident or chance.

6. a. Without the right breaks one cannot be a good and able leader.

   b. Able people who fail to become leaders have not taken advantaged of their opportunities.

7. a. No matter how hard you try, some people just don't like you.

   b. People who can't get others to like them, don't understand how to get along with others.

8. a. What a person is born with plays the biggest part in determining what he is like.

   b. It is one's experiences in life which determine what he is like.

9. a. I have often found that what is going to happen will happen.

   b. Putting trust in fate has never turned out as well for me as making a plan to take a certain course of action.

10. a. In the case of the well prepared student there is hardly ever such a thing as an unfair test.

   b. Many times test questions tend to be so different from class work, that studying is really a waste of time.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

   b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government plans.

   b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

   b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow.

14. a. There are certain people who are just no good.

   b. There is some good in everybody.

15. a. In my case, getting what I want has little or nothing to do with luck.

   b. Many times we might just as well decide what to do by tossing a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

   b. Getting people to do the right thing depends upon being able, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are pushed around by forces we can neither understand, nor control.

    b. By taking an active part in government and social affairs the people can control world events.

18. a. Most people don't realize the point to which their lives are controlled by accident and chance.

    b. There is really no such thing as "luck".

19. a. One should always be willing to admit his mistakes.

    b. Is is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are made up for by the good ones.

    b. Most troubles are the result of lack of know-how, lack of knowledge, being lazy, or all three.

22. a. With enough effort we can clean up dirty government.

    b. It is difficult for people to have much control over the things government leaders do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

    b. The harder I study the better grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck plays an important part in my life.

26. a. People are lonely because they don't try to be friendly.

    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much importance placed on team sports in high school.

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why government leaders behave the way they do.

    b. In the long run the people are at fault for bad government on a national as well as on a local level.

NAME _____ DATE _____
Last First Middle

AGE _____ SEX _____

HOME ADDRESS _____
Street Number City State Zip

DIRECTIONS FOR MARKING ANSWERS:

1 FOR EACH QUESTION YOU ARE TO CHOOSE THE RESPONSE THAT MOST CLOSELY INDICATES YOUR FEELING OR STATES YOUR OPINION. NOTE THE NUMBER OR LETTER OF THAT RESPONSE AND BLACKEN THE CORRESPONDING SPACE ON THE ANSWER SHEET.

2 IF YOU MAKE A MISTAKE, BE SURE THAT YOU ERASE YOUR FIRST MARK COMPLETELY. DO NOT MARK MORE THAN ONE ANSWER FOR EACH QUESTION.

3 NOTE THAT THE ANSWER SPACES ARE NUMBERED ACROSS THE PAGE.

Make no marks in this section

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HOW I SEE MYSELF

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SOCIAL REACTION INVENTORY

1	A	B
2	A	B
3	A	B
4	A	B
5	A	B
6	A	B
7	A	B
8	A	B
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OFFICE OF EDUCATION

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TITLE

100 "Identification of Disadvantaged Junior College Students and Diagnosis of
101 Disabilities"
102
103 FINAL REPORT

PERSONAL AUTHOR(S)

200 CLARKE, Johnnie Ruth - AMMONS, Rose Mary

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501 41

RETRIEVAL TERMS

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IDENTIFIERS

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ABSTRACT

800 This study attempted to provide a means of identifying disadvantaged students
801 at the junior college and to determine what information should be utilized as a
802 basis for developing a curriculum to help such students.
803 Two measures of cognition, School and College Ability Test (SCAT) and Florida
804 12th Grade Battery, and three measures of the affective domain, Social Reaction
805 Inventory (SRI) by Rotter, How I See Myself (HISM) by Gordon and Study of Values
806 (AVL) by Allport, Vernon and Lindzey, were administered to the freshman class.
807 Means, standard deviations, and intercorrelations were computed for all variables.
808 Step-wise multiple regression was then applied to determine the optional combi-
809 nation and weighing of predictions, with the increment in predictive efficiency at
810 each step tested by analysis of variance.
811 The total score of each of the cognitive measures and the HISM teacher-school
812 factor predicted significantly for white males and females. For Negro males, only
813 the linguistic section of the SCAT did as well. The HISM teacher-school factor
814 and the AVL economic and social factors predicted at the .05 level for Negro
815 females.
816 For prediction, the junior college students are a heterogeneous population.
817 The roles of cognitive and affective predictors are functions of race and sex.
818 The relationship between affective factors and academic achievement is of immense
819 practical significance for curriculum.
820
821
822